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ABSTRACT

This set of materials reports the needs assessment and implementation of a library staff development project funded by a Chicago State University grant. Because of the limited opportunity provided for all library personnel to improve their job skills, a proposal for a staff development program was submitted to the university granting office. A grant for six in-house workshops was approved. This document contains: (1) the grant proposal; (2) the needs assessment questionnaire; (3) an interim report; (4) a final report to the granting office; (5) samples of print publicity for each workshop; (6) letters of confirmation and appreciation to a workshop facilitator; and (7) the final evaluation form. (Author/THC)

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LIBRARY STAFF DEVELOPMENT WORKSHOPS

in an

URBAN UNIVERSITY

a project report

Jamie L. Harris

Robert B. Meeker

Douglas Library
Chicago State University
Chicago, Illinois

IR051574

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

This set of materials reports the assessment and implementation of a library staff development project that was funded by a Chicago State University grant. Because of the limited opportunity provided for all library personnel to improve their job skills, a proposal was submitted to the university granting office resulting in a grant for six in-house workshops. The contents of this set are: (1) the grant proposal, (2) the needs asssessment questionnaire, (3) an interim report, (4) a final report to the granting office, (5) samples of print publicity for each workshop, (6) letters of confirmation and appreciation to a workshop facilitator, and (7) the final evaluation form.

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PROPOSAL: LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS

INTRODUCTION

To be successful librarians, we must continually keep abreast of the new developments and techniques in our dynamic profession. One of the most effective ways to do this is by continuing education programs. Participation in continuing education activities is implied in our criteria for retention and promotion. The 1982 RAMP Planning document lists as one of the goals of L&LR to "provide L&LR staff with appropriate in-service training opportunities in order to insure maximum efficiency and effectiveness." A staff program would achieve that goal.

The purpose of this proposal is to establish a series of six programs (workshops and seminars) of various activities to be held on campus. These programs would utilize inexpensive or free services offered by organizations or recognized speakers. In addition, we will fully employ the professional expertise of the Chicago State University faculty and staff.

BENEFITS

The benefits of this program are immediate and observable in the following ways:

1. Increase the satisfaction of our Library users
2. Update our training
3. Enhance our competencies on the job
4. Introduce new areas or skills

5. Further the goals and objectives of L&LR
6. Encourage informal discussion and the interchange of ideas and opinions
7. Discover new trends in automation
8. Increase interdepartmental communication and cooperation

DEVELOPMENT

Topics or areas for discussion will be selected by taking an informal needs assessment survey of L&LR personnel. This survey will be the basis for planning relevant activities.

Attendance at all sessions will be open to anyone with a genuine interest in library and library related concerns as well as anyone who finds the particular session or topic to his needs.

To provide continuous service to our users while the staff is attending these sessions, a rotation of nonprofessionals will be utilized.

The activities proposed will be workshops, seminars, lectures or symposia. As the subject dictates, the session may take one or any of the following forms:

1. An information exchange session led by one person
2. A workshop where participants learn techniques and skills
3. Demonstrations and presentations of products and methods
4. Special interest discussion groups which may begin with an authority and continue with a question-answer discussion

RELATED PROJECTS

We proposed the following outcomes of this program:

1. Expanding program to a wider audience and widening its scope to include new topics of interest
2. Publishing a manual on mini-workshops for academic librarians
3. Writing article on inservice training for a professional journal
4. Distributing proceedings to Chicago Academic Library Council members.
5. Videotaping all sessions

PROPOSED SEMINAR TOPICS

Topics of current interest to librarians which may be selected:

1. A state of the art review of information technology
2. Stress and burnout in librarians
3. Employee motivation techniques
4. Marketing and management of the academic library
5. The academic library's role and obligation to its community
6. The image of the academic librarian
7. Book restoration
8. Developing special collections

FUNDING AND PERSONNEL NEEDS

Six sessions will be scheduled during the school year. A speaker, workshop leader, or seminar facilitator will lead each program. Appropriate refreshments will be served for breakfast or lunchtime sessions. Supplies and materials will be needed for publicity methods used, such as paper, printing announcements, etc.

	$600.00	($100 honorarium for each speaker)
	300.00	($ 50 each session)
	100.00	Supplies
TOTAL	$1,000.00	

Student help will be employed for clerical work as well as for food service throughout the six scheduled workshops. In addition, the graduate students in the Library Science Department will be invited to attend.

ChicagoStateUniversity

INTER-OFFICE MEMORANDUM

To Library and Learning Resources Staff

From [redacted] and Robert Meeker

Date September 27, 1983

Re Workshop Questionnaire

Jamie and I are planning a series of workshops on improving library skills and services. Please let us know of your interests by filling out this questionnaire as completely as possible. Your responses will determine the general topics to be included in the workshops. Please return your questionnaire as soon as possible to either of us. Thank you.

DOUGLAS LIBRARY & LEARNING RESOURCES NEEDS ASSESSMENT QUESTIONNAIRE

1. How important is library continuing education to you? (check one)

___very important
___some what important
___not important

2. Do you feel that your library continuing education needs are being met? (check one)

___very well
___adequately
___less than adequately

3. If you are not satisfied with the currently available library continuing education opportunities available to you, why not? (check as many as apply)

___subjects you are interested in are not offered
___times offered are not convenient
___offered at too great a distance
___too expensive
___quality of instruction is poor .
___other (describe): _____
_____

4. Do you prefer to take continuing education(check one)

___for college credit only
___for credit toward job advancement
___ for credit toward certification
___ credit is not essential

5. Do you prefer to take continuing education (check as many as apply):

___in the evening (after 5 p.m.)
___during the day (between 8 a.m. and 5 p.m.)
___on weekends
___during vacations

6. Which times are best for you to participate in continuing education experiences (check as many as apply):

___September - November
___January - March
___April - May
___June - July
___July - August
___Other (describe)_____
_____

7. Which of the following time formats do you prefer? (enter as many letters as are appropriate for each):

___workshops, seminars, discussion groups
___ lecture demonstrations
___apprenticeship or internship

SEE NEXT PAGE FOR LETTERED ITEMS

7.(continued)

a - less than one day
b - one day
c - two days
d - one week
e - evening, once weekly for a period of time
f - evening, twice weekly for a period time
g - one weekend
h - two weekends

8. How do you prefer to improve your library related skills? (check as many as apply)

___live lecture demonstration
___lecture via audiotape or radio
___TV or film lecture demonstration
___workshops, seminars and discussion groups (separately held)
___workshops, seminars and discussion groups (as part of a conference)
___apprenticeship or intership (long-term)
___ articles, books and reports
___programmed learning
___college courses
___correspondence courses
___other (describe)_____
_____

9. Which surroundings do you prefer for learning in groups? (check as many as apply)

___work
___hotel or motel meeting room
___isolated conference center
___college classroom or laboratory
___school classroom or laboratory
___other (describe)_____
_____

10. How many continuing education experiences have you had in the last two years, including workshops, seminars, college courses, etc? (inside your library or elsewhere):

___(give number)

11. What groups or institutions offered the continuing education experiences you have in the last two years (give number):

___commercial vendors (eg. A J Seminars, BRS, etc)
___higher education
___ your library, school district, intermediate unit, district library center
___state library
___professional organization
___consortia and cooperatives
___private consultants
___federal
___other (describe)_____
_____

12. What continuing education would you take to improve your library skills? (chek as many as apply)

WOULD	NOT SURE	WOULD NOT	
			book selection and collection development
			reference services
			adult services
			children services
			services for special groups (identify)
			cataloging
			indexing/abstracting
			rare books and preservation
			a/v materials and production
			a/v services
			bibliographic instruction
			interlibrary loan
			curriculum development
			periodicals
			others (describe:_____

13. What continuing education experiences would you take to improve your library management skills? (check as many as apply)

WOULD	NOT SURE	WOULD NOT	
			techniques for managing time and work
			managing by objectives
			systems analysis
			scientific management
			alternative administrative styles
			supervision
			women in management
			reward systems
			other (describe):_____

14. What continuing education experiences would you take to improve your library executive skills? (check as many as apply)

WOULD	NOT SURE	WOULD NOT	
			planning
			budgeting
			public relations
			library law
			intellectual freedom
			lobbying
			evaluating
			grants development
			other (describe):_____

_____

15. What continuing education experiences would you take to improve your library clerical skills? (check as many as apply):

WOULD	NOT SURE	WOULD NOT	
			typing
			filing
			shelving
			marking
			mending
			care of av materials
			care of av equipment
			bookkeeping
			ordering
			word processing
			other (describe):_____
			_____

16. What continuing education experiences would you take to improve your library skills in new technologies? (check as many as apply)

WOULD	NOT SURE	WOULD NOT	
			video
			cable TV
			microcomputers
			on-line bibliographic databases
			automated circulation system
			COM catalogs
			automated periodicals systems
			automated acquisitions systems
			other (describe):_____
			_____

17. What continuing education experiences would you take to improve your skills in working with people?

WOULD	NOT SURE	WOULD NOT	
			questioning and interviewing skills
			conflict resolution
			effective communication
			speaking before groups
			group process
			teaching and demonstrating skills
			organizing volunteers
			others(describe)_____
			_____

18. Is your current role in the library as a (check one):

_____manager
_____paraprofessional (including clerk, technician)
_____professional (librarian, media specialist, etc.)
_____student aide
_____other (describe)_____

_____

19. What is your educational background? (check one)

_____less than high school
_____high school diploma
_____associate - some college Major _____
_____BA or BS Major _____
_____MA or MS Major _____
_____Other (describe)_____

_____

20. How long have you been associated with library work?

_____years

21. How do you find out about library continuing education opportunities? (check as many as apply)

_____from professional and trade publications
_____from mailings and brochures
_____from local newspapers
_____from your library
_____from co-workers and friends
_____other (describe) _____

_____

22. What effect has your previous continuing education experience had on your present job performance?

_____greatly improved performance
_____somewhat improved performance
_____has had little effect on performance
_____has had no effect

PLEASE RETURN THIS COMPLETED FORM TO J. HARRIS OR R. MEEKER IN REFERENCE DEPT.

I N T E R I M P R O G R A M M A T I C R E P O R T

Library & Learning Resources Staff Workshops

Implementation of Grant Proposal 83-60 began by assessing the needs of the Douglas Library L&LR faculty and staff. After a search of the literature, a needs assessment questionnaire was developed and distributed to L&LR personnel.

A computer analysis of the questionnaire responses is being done by Mr. Eddie Sanders, Department of Management, Marketing and Information Systems, to whom we are grateful. Intrepretation of this data is continuing and on completion will be used as a guideline for future L&LR staff development activities.

WORKSHOP #1 --BEHIND THE SCENES AT DOUGLAS LIBRARY --Oct. 20, 1983

Because the Library is very departmentalized, often those working in one area have little idea of the work that goes on in other areas. Ascribing to the premise that the parts make up the whole - that each Library function is essential to the overall contribution the Douglas Library makes to the University, we felt this concern should be addressed. Therefore, based on the results of a random informal survey, this workshop was designed.

Workshop presenters - Head Librarians in the various areas: serials, circulation, government documents, acquisitions, reference, cataloging, and learning resources detailed the functions or tasks that are performed which enables that area to then provide its specific service either to another library area or the public.

Dr. Prigge, the new L&LR Dean, accepted this excellent opportunity and presented his future plans for the Library.

The entire session was videotaped by the TV Studio and refreshments were donated by some L&LR faculty members. There were twenty six attendees.

WORKSHOP #2 - STRESS MANAGEMENT FOR LIBRARY PERSONNEL- Dec. 8, 1983

Barbara McKinney Jackson, Assistant Professor of Social Work at Roosevelt University, a personal development consultant, informed us of the far reaching effects of stress. By use of the Social Readjustment Rating Scale, all participants were able to accurately measure their present stress potential. In addition, the attendees took part in stress reducing exercises via a tape used in the Roosevelt University Stress Clinic.

Dr. Barbara Henley, Acting Dean, Student Development at Chicago State University, summarized some preliminary findings of her recent research on stress and Black women at CSU.

Coffee furnished by L&LR. There were 27 in attendance.

WORKSHOP #3 COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY-Jan. 26, 1984

The three major areas in the Library that deal most closely with computer technology - LCS, OCLC, and online bibliographic searching - were discussed in detail by professional librarians who work most closely with these new technologies. In addition, Dr. W. C. Prigge, Dean L&LR, presented a look forward which detailed some of the future plans for computerized technology in the Douglas Library and in society.

In addition to the discussions, workshop participants actually got the opportunity to try out the computer technology available in the Douglas Library. With this 'hands on' experience, participants were better able to see how these computer systems affect procedures in the Library and how it can be useful on a day-to-day basis. Twenty five persons attended.

Three additional workshops are planned for February through May 1984. Programs for each workshop outlined in this report are appended.

RESPECTFULLY SUBMITTED:

[redacted] Robert B. Meeker February 1, 1984

FINAL PROGRAMMATIC AND EXPENDITURE REPORT

of

LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS PROJECT

Grant Proposal 83-60

June 19, 1984

Submitted by:

Jamie L. Harris
Robert B. Meeker

SUMMARY

If it is to continue providing exceptional service and being an important force in the University, the Douglas Library staff should be provided with opportunities to grow. These opportunities will surely stimulate increased productivity and improved morale throughout the entire Library. One method of accomplishing this is to organize workshops and seminars on a regular basis where staff can exchange ideas, learn new skills and keep abreast of new trends. The average cost will be about eighty dollars for each workshop.

BACKGROUND

At Douglas Library, the staff's opportunity to attend continuing education activities held outside the Library is very limited. This is partially due to little or no financial support, encouragement and information. This is especially true for nonprofessional personnel. In an attempt to relieve this situation, we proposed a series of six workshops to be held in-house. The workshops were to deal with topics which the staff would find useful in improving their effectiveness in and knowledge of their jobs. Additional benefits anticipated were (1) an increase in staff morale and (2) more interdepartmental interaction and cooperation. Workshop participants were expected to be (1) the professional librarians, (2) the library support staff (nonprofessionals and civil service employees) and (3) any other interested persons.

We received a grant for five hundred dollars to conduct a series of six programs on various topics to be held on campus between July 1, 1983 and June 30, 1984.

DISCUSSION

The initial part of the project involved designing and distributing a questionnaire designed to assess the needs of the intended audience. The results were analyzed, interpreted and used as a basis for choosing various workshop topics. Other topics were included as a result of our observations over a four-year period.

Workshop leaders or presenters were chosen because of their knowledge of and experience in a specific field, their presentation styles, and their willingness to accept the available honorarium. For some workshops, there was a deliberate effort to bring other than an academic or library viewpoint to the staff.

All staff workshops were held in the Faculty Lounge on the third floor of E-Building. This room is spacious, well-lighted, convenient, and somewhat secluded and quiet. The first three programs were held from 9 A.M. to 12 Noon. The final three programs were scheduled from one to 3 P.M.

We designed the flyers which were reproduced by the campus duplicating service. B. Myles, a civil service employee, addressed and distributed the flyers to all Library and Learning Resources staff, the Library

Science Department and others who had expressed an interest. Flyers were sent to the Chicago State University Faculty Development Committee for inclusion in its newsletter.

This project gratefully received assistance from numerous colleagues. B. Myles helped publicize sessions by addressing and distributing flyers. She also planned menus, served and helped prepare refreshments for workshop sessions. In addition, she helped clean up afterwards. Refreshments were donated for most programs by Library and Learning Resources faculty members. The Dean's office donated the test materials for the Self Awareness Workshop. Mr. Eddie Sanders, Jr., Business and Administration Department faculty member, made a computer analysis of the assessment questionnaires. Expressions of appreciation have been made to all these donors.

Two workshops were filmed by the Chicago State University Audiovisual and Television staffs. Our other requests undoubtedly conflicted with the prior filming commitments of the Television Studio. We met with limited success in attempting to record sessions using our personal equipment.

WORKSHOP PRESENTATIONS

The first three workshops which were fully described in our Interim Report of February 1, 1984, were:

1. BEHIND THE SCENES AT DOUGLAS LIBRARY
2. STRESS MANAGEMENT FOR LIBRARY PERSONNEL
3. COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY

Since our Interim Report, implementation of Grant Proposal 83-60 continued with the final three workshops:

WORKSHOP 4: INROADS TO EXCELLENCE February 23, 1984

Ingrid Wallace, Management Consultant with Training Systems, Inc., an Evanston, ILlinois company, was the workshop leader. Ms Wallace conducts extensive in-depth workshops on a personnel training system titled Management by Responsibility. Clients include corporations and governmental agencies nationwide. Her presentation was an overview of this management concept.

WORKSHOP 5: TELEPHONE AWARENESS March 29, 1984

Ingrid Wallace returned to lead this workshop. While a personnel trainer at Blue Cross Blue Shield Company, Ms Wallace developed and periodically presented this telephone awareness workshop to its employees. The program was developed to teach one that the impression created whenever one makes or receives a telephone call at work can be a lasting one.

WORKSHOP 6: SELF AWARENESS May 3, 1984

John Tyson, Assistant Director or Planning, Administration and Development at Northern Illinois University Libraries and library consultant, led this final and popular workshop. This session was designed to help each library employee identify his leadership and behavior style. The workshop participants can then take this knowledge of themselves and develop specific techniques to improve their effectiveness on the job. Library and Learning Resources donated the materials used in this

session. There was an exceptionally enthusiastic response to this presentation with attendees requesting that Mr. Tyson return and present the complete full day session.

PROBLEMS ENCOUNTERED

Some personnel felt there was a reluctance on the part of their supervisors to allow them the time off to attend some workshops. A written policy or statement from the Dean's office would remedy such a situation.

The unreliability of delivery of requested audiovisual equipment was also a concern. This situation may be remedied by more closely following all procedures for requesting equipment (in writing), making requests early and rechecking the day before the scheduled program. Sometimes making a telephone call an hour before meeting time is desirable.

Limited attendance by professional librarians indicated that the workshops did not sufficiently meet their needs. Perhaps the librarians have adequate opportunities for continuing education/faculty development activities on and off campus as there are University-sponsored programs as well as some financial support for librarians to attend off campus programs. Another possibility may be that the topics were not of interest to the librarians. The needs assessment questionnaire responses showed that the professional librarians felt less a need for continuing education type programs. An analysis of the responses revealed that the more years of service, the more prevalent was this opinion.

Publicizing the workshops proved to be quite difficult and inefficient. While using the campus mail service, many persons reported not receiving their notice of a scheduled workshop in sufficient time. A policy of hand carrying all notices was then instituted. This way we could be sure all personnel received them in a timely fashion. It may be wise to plan and publicize a series of workshops instead of each one individually. Staff could then plan ahead to attend and adjust their calendars accordingly. This would also be economically more cost effective as it would reduce duplicating costs. A staff notice bulletin board should be developed. Staff would then become accustomed to looking here for notices of meetings and workshops. Perhaps upcoming programs could be announced in all meetings being held or attended by Library and Learning Resources personnel. An art student also should be located who would attractively design all programs and notices.

CONCLUSION

We found, through conversation and from reponses on the evaluation questionnaires, that participants thought the workshops valuable, informative, and felt they should be continued. Some enjoyed the socializing and exchange with their fellow workers. Most felt that the new ideas they heard could be applied in their jobs in various ways. Attendees stated thay could use these new ideas at work:

1. To decrease conflict with co-workers
2. To improve working relationships.
3. To improve self image

4. To gain insight into one's personality
5. To use computers to get materials quickly

Some suggestions that participants had for improving these programs:

1. Include staff outside Library and Learning Resources
2. Repeat sessions on different days at different hours
3. Increase attendance
4. Increase individual participation
5. Schedule sessions more frequently; shorter sessions
6. Get more input from other staff members
7. Include more flexibility in scheduling
8. Begin promptly
9. Improve publicity

RECOMMENDATIONS

We feel that some educational experience, such as these staff workshops, should be scheduled on an ongoing basis and should be viewed as job incentives. Financial support for this type of program should be included in the annual Library and Learning Resources budget. We also feel that such programs should be planned to meet the needs of the nonprofessional staff for whom such opportunities are virtually nonexistent. The programs should, however, continue to remain open to anyone who is interested in the topic being discussed. Besides imparting new information, this program would probably do much to improve the seemingly low staff morale.

8

The staff program we have recommended, when implemented, would indicate that all employees make an important contribution to an important unit within the Chicago State University community — the Douglas Library. As a result, the Douglas Library users would benefit by better service from a better-informed staff.

LIBRARY & LEARNING RESOURCES
STAFF WORKSHOP #1

BEHIND THE SCENES IN DOUGLAS LIBRARY

This workshop may be worth a few points to you!

FOLLOW A BOOK FROM ITS REQUEST TO ITS CHECKOUT

DISCOVER WHAT HAPPENS IN EACH LIBRARY DEPARTMENT

FOR ALL INTERESTED PERSONS

THURSDAY, OCTOBER 20, 1983

9:00 A.M. TO NOON

E-BUILDING

FACULTY LOUNGE 3RD FLOOR

- UNDERSTAND THE ACTIVITIES THE PUBLIC DOESN'T SEE
- INCREASE YOUR CHANCES FOR PROMOTION
- LEARN HOW YOUR JOB FITS INTO THE OVERALL PICTURE

RESERVATIONS ARE NECESSARY CALL X-2235 or 2236 IMMEDIATELY
ASK FOR HARRIS OR MEEKER

- -

L&LR PERSONNEL RESERVATIONS FORM

All L&LR personnel who are on duty Thursday, Oct. 20, PLEASE FILL IN THIS FORM AND RETURN IT TO [redacted] or R. MEEKER, E-204.

____ I WILL ATTEND THE L&LR STAFF WORKSHOP

Signature of Staff Member

Signature of Supervisor

BEHIND THE SCENES IN DOUGLAS LIBRARY

Library & Learning Resources Staff Workshop

Thursday, October 20, 1983

Faculty Lounge

PROGRAM

	Registration and Coffee
9:00	WELCOME and OPENING REMARKS . . . J. Harris, R. Meeker
9:15	"New Directions for Douglas Library" . . . . . Dr. W. C. Prigge, Dean, L&LR
9:30	PRESENTATION: "A Books Eye View of the Douglas Library"
10:30	BREAK
10:45	PRESENTATION: "Other Special Places"
11:45	QUESTIONS and ANSWERS WRAP UP/EVALUATION
12:00	REFRESHMENTS

Presenters: S. Chang, I. Miletich, S. Onesto, K. Hobgood, A. Moore, and others, N. Mancuyas, M. Nuby

Harris and Meeker wish to thank all participants and volunteers who have donated their time, energy, and food to ensure a successful workshop.

STRESS MANAGEMENT

FOR

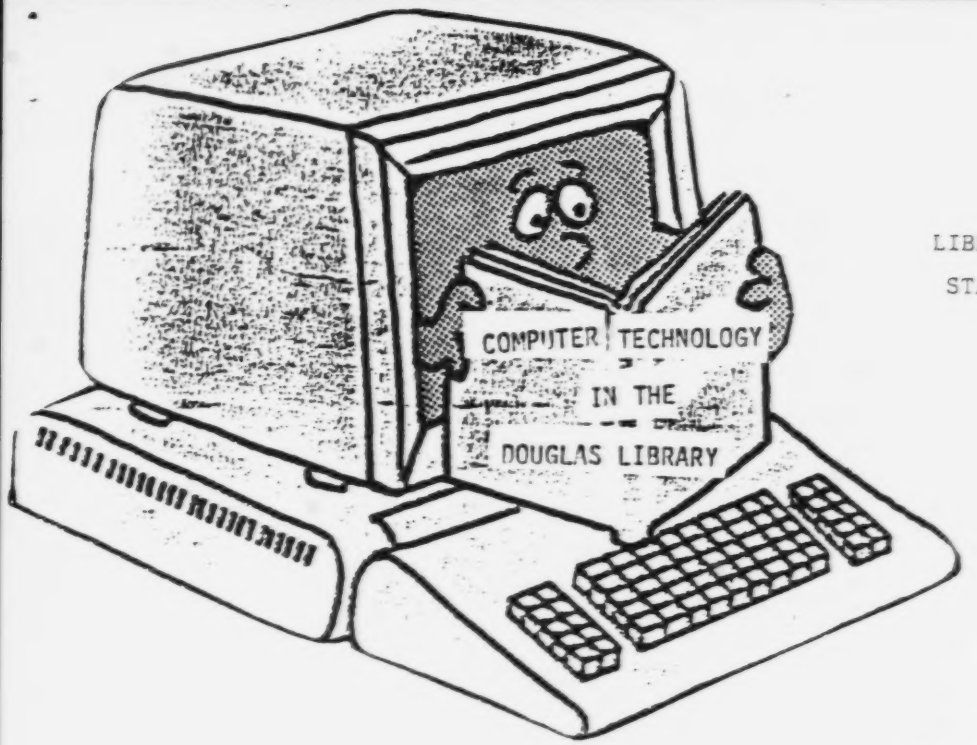
LIBRARY PERSONNEL

THURSDAY, DECEMBER 8, 1983

9:00 A.M. - 12:00NOON

FACULTY LOUNGE - E-BLDG - THIRD FLOOR

PRESENTER: Barbara McKinney Jackson, M.A., ACSW; Partner, Jackson-Simmons & Associates, a consulting firm specializing in Personal Development; and Assistant Professor of Social Work, Roosevelt University.



LIBRARY AND LEARNING RESOURCES
STAFF DEVELOPMENT WORKSHOP #3

COMPUTER TECHNOLOGY IN THE DOUGLAS LIBRARY

*Have you ever wondered why there are so many strange looking typewriters throughout the library?

*LCS OCLC BRS DIALOG FRB - What do these things mean? Did someone spill some alphabet soup?

*Who are ERIC and LISA and why haven't I met them yet?

FOR THE ANSWER TO THESE QUESTIONS AS WELL AS AN INTRODUCTION TO THE NEW TECHNOLOGY AVAILABLE IN THE DOUGLAS LIBRARY - PLEASE COME TO OUR WORKSHOP ------- THURSDAY JANUARY 26th 12:00-3:00 in the Faculty Lounge

RESERVATIONS WILL BE NECESSARY - Please fill out and return this form to either JAMIE HARRIS or BOB MEEKER as soon as possible

---

L&LR STAFF DEVELOPMENT WORKSHOP

_____ I will attend the workshop.

Signature _____

COMPUTER TECHNOLOGY IN THE DOUGLAS LIBRARY

STAFF DEVELOPMENT WORKSHOP #3

THURSDAY Jan. 26, 1984

PROGRAM

12:00 - 12:15 WELCOME ----- Robert Meeker, Reference Department

12:15 - 12:45 LCS --------- Mariana Herrera, Head, Circulation Department

LCS (Library Computer System) - While designed as a circulation system, LCS provides author and title access to our collection and to the collections of 22 other universities throughout the state. Initiated in 1980 - 13 terminals are located throughout the library.

12:45 - 1:15 OCLC -------- Dr. George Sveo, Cataloging Department

OCLC (Online Computer Library Center) - Essentially a cataloging tool, OCLC is an excellent way to verify a book's title, an author's name or other bibliographic information. Initiated in 1975-6 - Terminals are located in the 'Terminal Room' in the Cataloging Department.

1:15 - 1:30 Coffee and Cookies

1:30 - 2:00 ONLINE BIBLIOGRAPHIC SEARCHING

Jamie Harris and Bob Meeker, Reference Department

Students, Faculty, and Staff use this service to locate magazine articles on specific topics. Information can be found on almost any subject.

2:00 - 2:30 FUTURE TECHNOLOGY IN THE DOUGLAS LIBRARY

Dr. William C. Prigge, Dean, L&LR

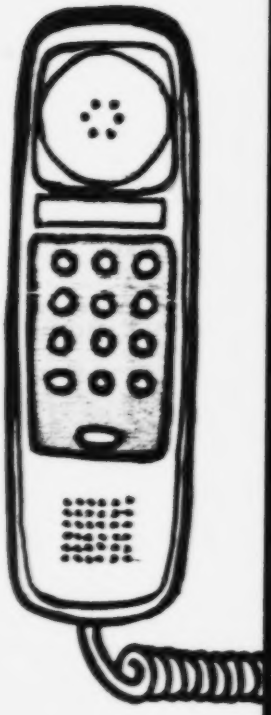
2:30 - 3:00 HANDS ON DEMONSTRATIONS OF SYSTEMS

QUESTIONS AND ANSWERS

WRAP UP

BEST COPY AVAILABLE

TELEPHONE AWARENESS

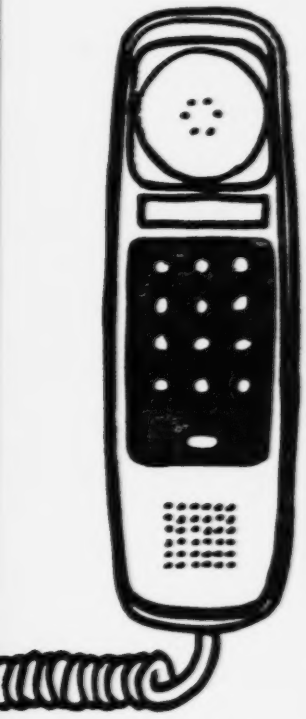


5th L&LR STAFF WORKSHOP

"THE IMPRESSION YOU CREATE WHENEVER YOU MAKE OR RECEIVE A TELEPHONE CALL AT WORK CAN BE A LASTING ONE"

ARE OUR CALLS REFLECTING THE IMAGE WE THINK THEY ARE?

INGRID WALLACE, WHO LED THIS WORKSHOP FOR BLUE CROSS BLUE SHIELD EMPLOYEES, WILL LEAD THIS SESSION.



THURSDAY, MARCH 29, 1984
1:00 P.M.
FACULTY LOUNGE - E-BUILDING

* REFRESHMENTS *

ChicagoStateUniversity

Library and Learning Resources
The Paul and Emily Douglas Library

SELF-AWARENESS WORKSHOP

THURSDAY, MAY 3, 1984

NOON TO 3:00 P.M.

E-BUILDING - THIRD FLOOR STAFF LOUNGE

INTENDED AUDIENCE

This workshop is designed to assist library employees in the identification of various leadership/behavioral styles used in the work environment. Each participant will identify a personal leadership/behavioral style and focus on developing specific techniques that will result in higher levels of cooperation and commitment from subordinates, peers and superiors.

WORKSHOP CONTENTS

Training materials will be used to assist participants in identifying a personal behavioral style and answer questions such as:

What is my individual style of interacting with people?
How do I go about getting things done?
In what type of situation do I tend to lead most effectively?
How will I tend to react when faced with strong opposition?
Do I feel more comfortable dealing with a problem of a technical or human nature?
In carrying out leadership responsibilities, how well do I approach the motivators/satisfiers of people?
What additional suggestions are needed for me to develop greater skills with which to be even more effective than I am at present?

BEST COPY AVAILABLE

ChicagoStateUniversity

The Paul and Emily Douglas Library
Ninety-Fifth Street at King Drive
Chicago, Illinois 60628

The University for the People of Greater Chicago

November 8, 1983

Ms Barbara McKinney Jackson
Jackson-Simmons & Associates
55 E. WAshington Blvd. Ste 3402-A
Chicago, IL 60602

Dear Barbara:

This is to confirm our telephone conversation of last week.

We are looking forward to your leading a workshop on Stress Management for Library Personnel on December 8, 1983, from 9:00 AM to 12:00 Noon in E-Building Faculty Lounge (3rd Floor). An honorarium of $75.00 has been allotted.

Our expected audience will be professional librarians, library support staff, library science majors and perhaps a few other interested persons. My guess is a maximum of 35 attendees.

If you will need any special equipment or seating arrangement, etc., please let me know as soon as possible. Don't hesitate to call me if you have any questions about anything. My number here is 995 2236.

Looking forward to seeing you.

Sincerely,

Jamie Harris

[redacted]

Robt B. Meeker

Bob Meeker

December 15, 1983

Ms Barbara McKinney Jackson
Jackson & Associates
55 E. Washington Blvd. Ste 3402-A
Chicago, IL 60602

Dear Barbara:

On behalf of the Chicago State University Library and Learning Resources staff, permit me to thank you for telling us all about stress on last Thursday.

Based on the compliments your presentation received, this staff should now be more able to reduce stress. We are frequently using the stress reduction techniques you demonstrated.

Enclosed is an honorarium check for $75.00. We are also enclosing the evaluation forms that we collected.

Again, thanks and best wishes for a happy holiday season.

Sincerely,

Jamie L. Harris

Jamie Harris

Bob Meeker

encls

EVALUATION

LIBRARY AND LEARNING RESOURCES STAFF WORKSHOPS

We would appreciate your cooperation in filling out the following evaluation questionnaire. Your responses to the six staff workshops will be necessary for our final report to the grantor, the CSU Foundation. Your input is needed to determine the value of such a program for L&LR staff.

WORKSHOPS

A. BEHIND THE SCENES AT DOUGLAS LIBRARY
B. STRESS MANAGEMENT FOR LIBRARY PERSONNEL
C. COMPUTER TECHNOLOGY IN DOUGLAS LIBRARY
D. INROADS TO EXCELLENCE (Management by Responsibility)
E. TELEPHONE AWARENESS
F. SELF-AWARENESS WORKSHOP

1. Which workshop(s) did you attend? _____
(Use letter of workshop: A, B, etc.)

2. Of the one(s) you attended, which was the MOST INTERESTING to you? _____

3. The workshops which were the LEAST INTERESTING or the LEAST VALUABLE for your purposes were _____

4. What NEW IDEAS did you hear? (Please list a few) _____

_____

5. Can you use these NEW IDEAS at work? _____ If yes, how? _____

_____

6. How do you rate what you heard from the speakers?(Check as many as apply)

a. too much repetition _____
b. of little value _____
c. satisfactory _____
d. much new information _____
e. of great value _____

7. Which other topics would you suggest for future workshops?

_____

8. What, if anything, do you think could be done to improve the program?

_____

9. Would you like to see these workshops continue? _____ Why? _____

_____

THANK YOU FOR YOUR COOPERATION!